

**A CORRELATION BETWEEN STUDENTS' STRATEGIES IN READING
AND THEIR ABILITY IN COMPREHENDING READING TEXT
AT THE SECOND YEAR STUDENTS OF SMA NEGERI I
HULU KUANTAN - KUANTAN SINGINGI REGENCY**



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PEKANBARU
1432H/2011M**

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A Thesis

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(S.Pd.)



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ABSTRACT

Gadesa Mutiara Sukarsih (2010): “A Correlation between Students’ Strategies in Reading and Their Ability in Comprehending Reading text at the Second Year Students of SMA Negeri I Hulu Kuantan – Kuantan Singingi Regency”.

The students have learned English since they were in Elementary School and they have been taught English 4 times a week for 4 semesters at SMA Negeri I Hulu Kuantan. They have got various techniques given by their teacher to improve their English skill especially in reading. In reality, what has been expected in their reading comprehension ability is unachievable. It can be seen from assignments. It is firstly proven by the writer through her preliminary research before doing the research which shows the weaknesses of students as explained as follows: the students who applied good strategies of reading not comprehend better the reading text, they cannot get the main idea of the text, they cannot get the core meaning of reading text, and they also have difficulties in answering the exercise of reading text.

The subject of this research is the second year students of SMA Negeri I Hulu Kuantan in the 2009/2010 academic year. The object of this research is the correlation between students’ strategies in reading and their ability in comprehending reading text. The instrument of this research is test and questionnaire. In analyzing the data, the writer uses Pearson coefficient correlation SPSS version 17.00.

Based on the research finding, the result can be concluded that there is no significant correlation between students’ strategies in reading and their ability in comprehending reading text as shown by the explanation below: The score of correlation coefficient $-0.019 < 0.345$ in significant level 5% and 0.449 in significant level 1% (see table product moment). It means that H_0 is accepted which indicates that there is no correlation between two variables. The probability score or sig. (2-tailed) is $0.920 > 0.05$. It means that H_0 is accepted which indicates that there is no correlation between two variables

ABSTRAK

Gadesa Mutiara Sukarsih (2010): “Hubungan Antara Strategi Membaca Siswa dan Kemampuan Mereka dalam Memahami Bacaan Pada Tahun Kedua Di SMA Negeri I Hulu Kuantan – Kabupaten Kuantan Singingi.”

Siswa telah belajar bahasa inggris sejak mereka berada di Sekolah Dasar dan mereka telah diajarkan bahasa inggris 4 kali dalam seminggu selama 4 semester di SMA Negeri I Hulu Kuantan – Kuantan Singingi. Mereka telah memperoleh bermacam-macam teknik yang telah diberikan oleh guru untuk meningkatkan kemampuan khususnya di dalam membaca. Namun pada kenyataannya, apa yang diharapkan di dalam kemampuan pemahaman membaca belum tercapai. Hal ini dapat dilihat dari tugas-tugas yang tidak berhasil. Hal ini dapat dibuktikan melalui pra-research yang dilakukan oleh penulis sebelum melakukan penelitian yang menunjukkan beberapa kelemahan dari siswa seperti yang dijelaskan berikut ini: siswa yang menerapkan strategi membaca yang baik tidak mampu lebih baik dalam memahami bacaan, mereka tidak dapat menemukan ide pokok dari bacaan tersebut, mereka pun tidak dapat memahami arti sesungguhnya dari bacaan, dan mereka mengalami kesulitan dalam menjawab soal dari bacaan tersebut.

Subjek dari penelitian ini adalah siswa tahun kedua di SMA Negeri I Hulu Kuantan pada tahun ajaran 2009-2010. Objek dari penelitian ini adalah hubungan antara strategi membaca siswa dan kemampuan mereka dalam memahami bacaan. Instrument dari penelitian ini adalah tes dan kuesioner. Didalam menganalisa data, penulis menggunakan Pearson correlation coefficient SPSS versi 17.00.

Berdasarkan hasil penelitian, hasilnya dapat disimpulkan bahwa tidak ada hubungan yang signifikan antara strategi membaca siswa dan kemampuan pemahaman membaca mereka yang ditunjukkan pada penjelasan di bawah ini: Nilai dari korelasi koefisien $-0.019 < 0.349$ di dalam standar signifikan 5% dan 0.449 di dalam standar signifikan 1%, itu berarti H_0 diterima yang ditunjukkan bahwa ini tidak ada korelasi antara 2 variabel. Nilai probabilitas or sig (2-tailed) adalah $0.920 > 0.05$, ini berarti H_0 diterima yang ditunjukkan bahwa ini tidak ada korelasi antara 2 variables.

الملخص

كديسا متيارا سوكرسي (٢٠١٠) : العلاقة بين قيادة الطلاب فى القراءة ومهاراتهم فى فهم القراءة فى الفصل الثانى فى المدرسة العالية الحكومية الواحدة حولو كوانتان-كوانتان سيغى.

فى الأساس, كان الطلاب تعلم اللغة الإنجليزية منذ كانوا فى المدرسة الابتدائية, وانهم كانوا تدرسوا الإنكليزية اربع مرات فى الأسبوع لمدة اربعة مراحل دراسيات فى المدرسة العالية الحكومية الواحدة حولكو وانتان كوانتان سيغى. واكتبوا مجموعة متنوعة من التغنيات التى اعطيت من قبل المعلمين لترقية وتزير مهارة الطلاب, خاصة فى القراءة ولكن فى الواقع ماهويرجى من قراءة. القدرة على الفهم لم يتحق.

وهذا يمكن أن يرى من الوظائف التى لم تكن ناجحة. وبهذا وافح من خلال دراسة السابقة التى اقامتها الكاتبة قبل قيام بالأبحاث التى اظهرت بحض نقالضعف لدى الطلاب كما المبين ادناه : نصف من الطلاب كانوا عندهم القيادة الجيدة فى القراءة, نصف منهم كانوا عندهم القيادة القبيحة فى القراءة, لكن مهاراتهم فى القراءة متسوية انهم لا يستطيع ان ييحص الفكرة الحقيقة من القراءة, وانهم كانوا لايفهم المعنى الحقيقة من القراءة, وانهم صعبة فى يجيبوا السؤال من القراءة.

وفرد هذا البحث هو الطلاب السنة الثانية فى المدرسة العالية الحكومية الواحدة حولو كوانتان- كوانتان سيغى فى العام الدراس ٢٠٠٩-٢٠١٠ والموضوع هذا البحث يغى العلاقة بين قيادة الطلاب فى القراءة ومهاراتهم فهم القراءة.

واما الأدوات لجمع البيانات فهى الإختبارات والإستبيانات فى تحليل البيانات, إستعملت الكاتبة باستخدا مإصدار ١٧ الإحصائى للعلوم الاحتماعة. وبناء على هذا البحث, يمكن أن نخلص الى نتائج ليس هناك ارتباط بين عادة الطلاب فى القراءة ومهاراتهم فى فهم القراءة. المبين على لتوضيحات التالية.

قية معامل الارتباط فلى $0.019 < 1 - 0.349$, فى 0.05 او 0.449 فى 0.01 (انظرا لجدود مستوى المنتج لحفة) فهذا يعنى ان تلقى (H_0) أشار الى ان ليس هناك علاقة بين اثنين من المتغيرة. احتمال قيمة او Sig (2-tail) هو $0.920 < 0.05$, وهذا يعنى ان (H_0) مقبولة.

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the four language skills. Michael, Juel, and Bonnie (2001; 2) define that, Reading is a process in which the reader actively searches for meaning in what she read. Reading is very important subject because people access knowledge from reading. Ability to read English text is very important because much information of the world is written in English. Kalayo and Fauzan (2007; 113) discusses that reading is an activity with a purpose in order to gain information or verify existing knowledge, or in order to criticize a writer ideas or writing style. By reading people will attain the ideas that they want and will be able to use them in accordance when they need. The reader can get many advantages in reading such as: Reading increases the reader's knowledge; reading gives the reader excellent idea, the reader can get critical thinking in reading, reading for pleasure cause the reader enjoy it.

Kalayo and Fauzan (2007; 114) also points out that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. It means that the reader and text are two main elements in reading. And comprehension is the purpose of reading. In order to get information from text, remember it later, and use it effectively, whether for work or for pleasure, reading comprehension is essential. Reading is not just open the book, read, and closes it. Reading is not single

step – process, but a complex set of skills involving activities before, during and after reading. In doing the process of comprehension of the reading text, the readers have different strategies in reading and that is an affect of their comprehension.

Richard at al stated that, Strategy is procedures used in learning, thinking, etc. which serve as a way of reaching a goal (1999: 355). Strategies in reading are the procedures that used by the reader to reach their goal of reading which is comprehension. Its mean, to be effective readers and better comprehension to the reading text, the readers should applied good reading strategies. Accorrding to McWhorter (1986: 47) there are five reading strategies can help students read effectively without spending extra time to comprehend: prereading, questioning, building your concentration, starting with the right attitude, and handling difficult reading material.

SMA N I Hulu Kuantan is one of the senior high schools in Kuantan Singingi. The students also study English as one of the important subjects in this school. Reading is one of the language skills that have been taught in this school. The students have studied English especially in reading lesson for many years. Curriculum of KTSP 2006 conveys that senior high school students should be able to comprehend the meaning of functional text or essay in the form of recount, narrative, procedure, descriptive, news item, spoof, report, analytical, exposition, hortatory exposition, explanation, discussion, and review in the context of daily live and to access knowledge. And students in Informational Literacy Level should be able to access knowledge with the medium of English language. Some of the students

applied good strategies in reading, such as: the students review the title of reading text to get sense of the text, the students use their prior knowledge to make prediction, and the students often stop reading to check their comprehension. But they do not comprehend the reading text better. The weaknesses of the second year students of SMA NEGERI I Hulu Kuantan - Kuantan Singingi, can be seen from the following symptoms:

1. Some of students have applied the good reading strategies, but they not comprehend better the reading text.
2. Some of the students cannot identify the core meaning of the reading text.
3. Some of the students get difficulties in answering exercises of reading text.
4. Some of the students are confused when the teacher asks them the main idea of the text.
5. Some of the students are unable to identify the conclusion of the text

Based on the symptoms above in the light of the important reading skills for the students, the writer feels interested in doing a research for this problem entitled: "A CORRELATION BETWEEN STUDENTS' STRATEGIES IN READING AND THEIR ABILITY IN COMPREHENDING THE READING TEXT AT SECOND YEAR OF SMA NEGERI I HULU KUANTAN-KUANTAN SINGINGI.

B. Problem

Based on the background above, it is clear that most of the second year students in SMA NEGERI I Hulu Kuantan - Kuantan Singingi feel difficult in comprehending reading a text. Those difficulties may come from the students or

Reading subject it self. Thus, to elaborate of the problems, the writer identifies the problems as follows:

Identification of the problem:

1. How is students' strategy in reading text?
2. Why do not the students who have good strategies comprehend better the reading text?
3. Why do some students unable to identify the core meaning of the reading text?
4. What factors make the students difficult in doing the exercises of a reading text?
5. Why are some students confused when the teacher asks them main idea of the text?
6. Is there significant correlation between students' strategies in reading and their ability in comprehending reading text?

Limitation of the problem

Because of the consideration of fund, capabilities and limited time, this research is limited to a correlation between students' strategies in reading and their ability in comprehending reading text at second year students of SMA N I Hulu Kuantan – Kuantan Singingi Regency. And the text in this research is focused on narrative text, spoof, and hortatory exposition.

Formulation of the problem

Based on the limitation of the problem above, the problem of this research is formulated into the following research questions:

1. How is the students' strategy in reading?
2. How is the students' ability in comprehending reading text?
3. Is there any correlation between students' strategies in reading and their ability in comprehending reading text at the second year students of SMA NEGERI I Hulu Kuantan - Kuantan Singingi Regency?

C. Reason for choosing the title

The reasons of the writer to conduct this research are:

1. This topic is important to be researched because reading strategies help students comprehend the reading text effectively and quickly.
2. Reading strategies is one factor that affects students reading comprehension.
3. As far as the writer knows the title has not been researched yet.

D. Objective and need of the study

1. The Objective of the Study
 - a. To find out how students' strategies in reading is.
 - b. To find out how students' ability in comprehending reading text is.
 - c. To identify if there is any correlation between students' strategies in reading and their ability in comprehending reading text.

2. The Need of the Study

- a. To give positive contribution in teaching and learning process in reading subject at the second year students of SMA NEGERI I Hulu Kuantan – Kuantan Singingi Regency.
- b. To help the students solve their problems in comprehending the reading text
- c. To enlarge or expand the writer's knowledge.

E. Definition of the terms

For the sake of good comprehension toward this research and to avoid misunderstanding readers, some definitions of terms are given below, they are:

1. Richard et al stated that, Strategy is procedures used in learning, thinking, etc. which serve as a way of reaching a goal (1999: 355). Strategies in reading are the procedures that used by the reader to reach their goal of reading which is comprehension.
2. Michael, Juel, and Bonnie (2001; 2) define that, reading is a process in which the reader actively searches for meaning in what she reads. Kalayo and Fauzan (2007; 114) also points out that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

CHAPTER II

THEORITICAL FRAMEWORK AND OPERATIONAL CONCEPT

A. Theoretical framework.

This research focuses on the correlation between students' strategies in reading and their ability in comprehending reading text.

1. The Nature of Reading

Reading is very important, as it is a mean of seeking knowledge. Reading is one of the four language skills. According to kalayo and fauzan (2007: 114) reading is interactive process that goes on between the reader and the text, resulting in comprehension. Comprehending a reading is very important, as it is a mean of seeking knowledge.

In learning reading, there are two kinds of reading that should be distinct:

- a. Intensive reading: where the students are expected to read short passage and understand everything.
- b. Extensive reading: where the students reads to understand the main idea of passage, unconcerned with understanding every word. (Haycraft, 1986; 119)

Based on the quotation above, the writer concludes that reading is an activity that goes between the reader and the text. And comprehension is the goal of the reading. There are two kinds of reading: First, intensive reading where the reader reads a short a passage and understand everything. Second, extensive

reading where the reader needn't to understand every word, but concerned with understanding mind idea.

The aim of teaching reading is to help students develop their ability, so that they can read English text effectively and efficiently, and also enable them to interpret what they are read. Students who read for specified reason are much more likely to be thinking as they read than if they read without an awareness of purpose (Karlin, 1984:7). Effective reading is always purposeful! According to Donough and Shaw 1993;12 (in Absor 2008: 16) claim that much of the current thinking on reading tends to focus primarily on the purposes of the activities even if reading is done for pleasure, it is purposeful. In general, the purpose of reading is classified into as follows:

1. Getting general information from the text.
2. Getting specific information from the text.
3. Reading for pleasure or interest.

Reading is a process, which is complex between authors with writer, and the messages that are conveyed between authors to the reader. In addition, good readers are able to predict what they will read on the basis of their knowledge. Here are some factors in reading process;

a. Internal factors

These factors come from students that include all personal factors in addition, these factors can also be classified into; intelligent (IQ), motivation, attitude and the purpose of reading.

1. Intelligent, reading as thinking and reading as reasoning. It means that it is reading process the writer will be remembering, understanding, differentiating, comparing to analyze.
2. Motivations, it is needed by the writer, because if the writer doesn't have motivation in reading, the readers will not understand what reading is about.
3. Attitude, it means that how the attitude of the readers in purpose of their reading is.
4. The purpose of reading, the readers have to know what purpose of reading is, and what the readers get from reading process.

b. External factors

External factors are the factors that come from out side of the students, such as; environment, social economic, background, reading facilities and reading habits.

There are some problems that influence the reading;

1. Low of speed it reading
2. The purpose of reading

3. The students don't have motivation in reading
4. The students can't find to read speed and effective in reading
5. The students can't find to read speed and effective in reading.

Dealing with the opinion above, the writer concludes that there are some factors that influence reading process: first, internal factors, all factors come from the reader it self. These factors can be classified into; intelligent (IQ), motivation, attitude, and the purpose of reading. Second, external factors, the factors come from out side of the reader, such as; environment, social economic, background, reading facilities, and reading habits.

2. Reading Comprehension

According to Harris and Hodges 1995 (in Torgesen 2006) reading comprehension is the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text. It means that reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of how to catch the ideas of the text or what the writer talks by comprehending reading material.

According to Lenz there are some factors that affect reading comprehension, such as:

- a. Comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.
- b. Reading comprehension is also affected by the quality of the reading material.
- c. The type of instruction that a student receives will also affect reading comprehension. Strategies for improving reading comprehension must be taught directly by teachers.

It is also supported by Torgesen (2006) that proficient comprehension of text is influenced by: Motivation to understand and interest in task and materials. Oral language skills (vocabulary, linguistic comprehension) Oral Extent of conceptual and factual knowledge Extent, knowledge and skill in use of cognitive strategies to improve comprehension or repair it when it breaks down. Knowledge of text structure and genre. Reasoning and inferential skills.

Based on some quotation above, the writer concludes that reading comprehension is the process of constructing meaning from the text and catches the ideas of the text. And there are some factors that affect reading comprehension, such as; knowledge of the topics, quality of the reading material, motivation to understand, interest of material, knowledge of the text structure and genres.

3. Students' Strategies in Reading

Richard et al. stated that, Strategy is procedures used in learning, thinking, etc. which serve as a way of reaching a goal (1999: 355). Strategies in reading are the procedures that used by the reader to reach their goal of reading which is comprehension. Its mean, to be effective readers and better comprehension to the reading text, the readers should applied good reading strategies. To help the students to develop their ability in comprehending reading texts will involve these phases as follows: pre-reading, whilst-reading, and post-reading activities. According to McWhorter (1992: 23) here is a list of those skills:

TABLE I.1

THE PHASES IN COMPREHENDING READING TEXT

The phase	Activities
Before reading:	<ol style="list-style-type: none"> 1. Determining the subject of the material 2. Determining how the material is organized 3. Deciding what you need to remember from the material 4. Defining your purpose for reading
During reading:	<ol style="list-style-type: none"> 1. Identifying what is important 2. Determining how key ideas are supported 3. Identifying patterns of thought 4. Drawing connection among ideas 5. Anticipating what is to come next 6. Relating ideas to what you are already know
After reading:	<ol style="list-style-type: none"> 1. Identifying the author's purpose for writing 2. Analyzing the writer's technique and language 3. Evaluating the writer's competence or authority 4. Asking critical question 5. Evaluating the nature and type of supporting evidence.

a. Pre – reading

According to McWhorter (1986: 48) pre - reading is a way of familiarizing the reader self quickly with the organization and content of written material before beginning to read it. The aims of pre – reading activities are:

1. To introduce and arouse the interest of the students to the topic.
2. To motivate the students to give a reaction for the reading text
3. To provide some language preparation for the text.

According to McWhorter (1992: 32) pre – reading is effective because it:

1. Helps students become interested and involved with what they will read
2. Gives basic information about the organization and content of the article
3. Focuses student’s attention on the content of the article
4. Allows students to read somewhat faster, since the material is familiar.
5. Provides the reader with a mental outline of the material. The reader can anticipate the sequences of ideas, see relationship among topics, and follow the author’s direction of thought. Also, reading becomes a process of completing or expending the outline by identifying supporting details.

b. Whilst-reading

Whilst-reading activity is the chore of lesson. What is done in this phase is to development of the students in reading skill. There are some

activities whilst reading, such as: Identifying what is important, determining how key ideas are supported, identifying patterns of thought, drawing connection among ideas, anticipating what is to come next, relating ideas to what you are already know

c. Post –reading

Post –reading is the activity done by the student with concluding the all of the reading texts by using the real of life. They can share the idea of the paragraph, knowledge based on the reading text.

Based on some quotation above, the writer concludes that there are three phases of reading process that should be passed by the reader to have a better comprehension; before reading, during reading, and after reading. If the reader can pass this technique perfectly they will have an excellent comprehension.

Kalayo and fauzan (2007: 120-121) also point out in the same tone that there are some strategies can help students read more quickly and effectively:

1. Previewing: reviewing titles, section headings and photo captions to get a sense of the structure and content of a reading section.
2. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary and content.

3. Skimming and scanning: using a quickly survey of the text to get the main idea, identify text structure, confirm or question prediction.
4. Guessing from context: using prior knowledge of the subject and ideas in the text as clues to the meanings of stopping to look them up.
5. Paraphrasing: stopping at the end of section to check comprehension by restating the information and ideas in the text.

It's also supported by Brown (1994; 291-296), there are ten strategies for reading comprehension: Identify the purpose of reading, use graphemic rules and patterns to aid in bottom up decoding (for beginning level learners), use efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced levels), skimming, scanning, semantic mapping or clustering, guessing, vocabulary analysis, distinguish between literal and implied meanings, and capitalized on discourse markers to process relationships.

Based on some quotation above the writer concludes that strategy is the procedures that used by the reader to reach their goal of reading which is comprehension. There are some strategies that can improve students' ability in comprehending reading text, such as; setting the purpose of reading, previewing, predicting, skimming and scanning, guessing from context, paraphrasing,

B. Relevant research

There are many previous researchers regarding with this research. One of them was conducted by Elida Susanti (2005) entitled “students’ effort in understanding reading text at the third year students of SMP Muhammadiyah Bangkinang Barat”. She found that the students’ effort in understanding reading text at the third year of SMP Muhammadiyah Bangkinang Barat is categorized as fair. It is based on the recapitulation of the whole percentage (62.53%). Besides, the effort done by students such as; always looking up dictionary to find difficult words, always attending English private or English course, often asking the teacher about the doubted reading text, reviewing reading text at home, discussing the reading text with their friends, and using memorization technique to understand the reading text.

Sri Hartatitik (2002). In her research, she focuses on the correlation between students’ active reading in library and their achievement. She concluded that there are correlation between students’ active reading in library and their achievement. The last result of the data show that the last rate of correlation is 0.791. The rate bigger than interval faith 95% and 99%. So, it can be concluded that there are correlation between students’ active reading in library and their achievement of IAIN Susqa Pekanbaru.

The problem which is not yet discussed in the previous researches will be discussed in this research. This research is focused on the correlation between students’ strategies in reading and their ability in comprehending reading text at second year of SMA N I Hulu Kuantan – Kuantan Singingi.

C. Operational concept

Operational concept is one of the elements in avoiding misunderstanding and misinterpreting in specific study as a concept, still operated in an abstract form of the research planning which to be interpreted in particular words in order to ease the measurement.

There are two variables in this study, students' strategies in reading is as variable X and ability in comprehending reading text is as variable Y. X is independent variable and Y is dependent variable.

Independent variable (x)

Students' strategies in reading text can be seen in the following indicators:

a. Before Reading

1. The students determine the subject of the material
2. The students decide what their need to remember
3. The students define their purpose for reading

b. During Reading

1. The students draw the connection among ideas
2. The students anticipate what to come next
3. The students relate ideas to what they already know

c. After Reading

1. The students ask critical question
2. The students evaluate the writer competence

3. The students evaluate the nature and type of supporting evidence

Dependent variable (y)

Students' ability in comprehending reading text can be seen in the following indicators:

1. The students are able to recognize the topic of the text.
2. The students are able to find the main idea of each paragraph in reading comprehension.
3. The students are able to get the general and specific information of the reading texts.
4. The students are able to find the author's purpose writing.
5. Students are able to find the factual information in reading comprehension.
6. The students are able to find the appropriate meaning of unfamiliar words.
7. The students are able to identify the genre of text.
8. The students are able to identify the conclusion of text.

D. The Assumption and Hypothesis

a. Assumption

The assumption of this research is: if the students applied good strategies in reading text, their ability in comprehending reading text will increase

b. Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

Ho : There is no correlation between students' strategies in reading and their ability in comprehending reading text at second year of SMA N I Hulu Kuantan.

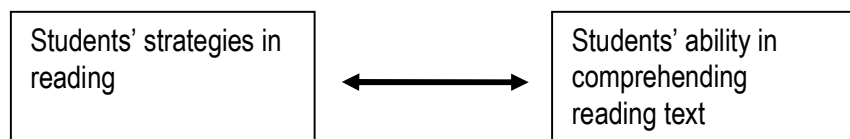
Ha : There is a correlation between students' strategies in reading and their ability in comprehending reading text at SMA N I Hulu Kuantan.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The design of this research falls into correlation design. According to Brown (1988; 143) correlation studies are designed to investigate the nature and strength of functional relationship among the variables of interest to the researcher. And this research investigates the question of whether there is systematic relationship between students' strategies in reading and their ability in comprehending reading text. There are two variables in this research: independent and dependent variables. According to Hartono (2004: 68) independent variable is a variable that's gives influence, and dependent variable is the one that is affected by independent variable. The independent variable is students' strategies which is labeled as "x" and dependent variable is students' ability in comprehending the reading text which is labeled as "y".



B. Location and time of the research

This study was carried out at SMA NEGERI I Hulu Kuantan - Kuantan Singingi Regency. It is located at Lubuk Ambacang, Hulu Kuantan – Kuantan Singingi Regency. The research was conducted on June to august 2010.

C. Subject and object of the research**a. Subject of the research**

The subject of the research is the students at second year of SMA NEGERI I Hulu Kuantan-Kuantan Singingi Regency.

b. Object of the research

The object of this research is to analyze the correlation between students' strategies in reading and ability in comprehending the reading text of second year students at SMA N I Hulu Kuantan.

D. Population and sample of the research

The population and the sample of this research were all second year students of SMA N I Hulu Kuantan at Kuantan Singingi Regency. The total number of second year students at SMA N I Hulu Kuantan was 112 students. They were divided into different classes of class II Natural Science 1, class II Natural Science 2, class II Social Science 1, and class II Social Science 2. The number of students in class II Natural Science was totally 27 students, class II Natural Science 2 was totally 28, class II Social Science 1 was 28, and class II Social Science 2 was totally 29 students. The writer used random sampling in this

research because the population of the students was large. The writer took 30% of the population as samples from each class. And the total sample was 32 students.

TABLE I.2

The population and sample at the second year SMA N I Hulu Kuantan

No	Class	Population	Sample
1.	II Natural Science 1	27	8
2.	II Natural science 2	28	8
3.	II Social Science 1	28	8
4.	II Social Science 2	29	8
	TOTAL	112	32

E. Techniques of Collecting Data

The data needed in this study is collected through:

1. Questionnaire

This technique was used to investigate the students' strategies in reading. This was conducted by providing a set of questions to be answered by the students. The questions were intended to elicit the data dealing with their strategies in reading a text. The questionnaire consisted of 20 items in the form of a multiple-choice item.

2. Test

This technique was used to collect the data of students' ability in comprehending reading text at SMA N I Hulu Kuantan, the test was adopted from the syllabus of SMA N I Hulu Kuantan in multiple choice. The test consisted of 20 items, divided into 3 passages narrative, spoof, hortatory exposition.

F. The Technique of Data Analysis

Because there are two variables x and y in this study, the writer used product moment coefficient of correlation to examine whether there is correlation between two variables not, the writer used Person correlation coefficient SPSS 17.00 for windows in analyzing and calculating the data. .

To calculate the students' score in answering the test, the following formula is used:

$$M = \frac{Y}{N} \times 100$$

Where: M: individual score

X: correct answer

N: Number of items

The scores of the students' mastery in the test were classified to determine their level of their mastery; the classification is as follows:

TABLE I.3

The Classification of Students' Scores

Score classification	Category
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 - 49	Poor

Harris (1974: 134)

According to Hartono (2008: 57-58), there are three ways to obtain the correlation between two variables are:

1. The r-table is employed to see whether or not there is a significant correlation between students' strategies in reading and their ability in comprehending reading text. The obtained value is consulted with the value of r-table product moment correlation $df = N - nr$.

Statistical hypothesis:

$$H_a = r_o \geq r \text{ table}$$

$$H_0 = r_o < r \text{ table}$$

Criteria of Hypothesis:

- a. H_a is accepted if $r_o \geq r \text{ table}$ or it can be said that there is a significant correlation between students' strategies in reading and their ability in comprehending reading text.
- b. H_0 is accepted if $r_o < r \text{ table}$ or there is no significant correlation between students' strategies in reading and their ability in comprehending reading text.
2. To compare sig. (2-tailed) or probability score with 0.05 as follow:
 - a. Probability score > 0.05 , it means that H_0 is accepted.
 - b. Probability score < 0.05 , it means that H_a is accepted.
3. Use the explanation of sign (**/*) under table, if there is the sign means that there is a significant correlation.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

The aim of this research is to investigate the correlation between students' strategies in reading and their ability in comprehending reading text at the second year of SMA N I Hulu Kuantan. There are two variables in this research, independent variable and dependent variable.

The independent variable which is symbolized by "x" is students' strategies in reading; it was investigated by using questionnaire to the second year students of SMA N I Hulu Kuantan. There were 20 item, measured by using rating scale (always, often, sometimes, seldom, never) with range of score 5, 4, 3, 2, 1, for each.

The dependent variable which is symbolized by "y" is students' ability in comprehending reading text. As known by conducting a test to the second year students of SMA N I Hulu Kuantan. The test consisted of 20 items in multiple choices.

- a. The data of students strategies in reading could be seen in the presentation as follows:

TABLE I.4**I SET MY PURPOSE OF READING BEFORE BEGIN TO READ**

NO	ALTERNATIVE	F	T
1	Always	13	40.63%
2	Often	11	34.38%
3	Sometimes	7	21.88%
4	Seldom	0	0%
5	Never	1	3.13%
	Total	32	100%

The table above shows that 13 students who always set their purpose before beginning to read, and 11 students who often, and 7 students who sometimes, and none of students who seldom, and 1 student who never set the purpose of reading before beginning to read. The data above indicates that most of the second year students at SMA N I Hulu Kuantan set their purpose of reading before beginning to read.

TABLE I.5**I WATCH CLOSELY THE PICTURES OF THE TEXT**

NO	ALTERNATIVE	F	T
1	Always	18	56.25%
2	Often	7	21.88%
3	Sometimes	5	15.63%
4	Seldom	2	6.25%
5	Never	0	0%
	Total	32	100%

The table above shows that 18 students who watch closely the pictures of the text, and 7 students who often, and 5 students who sometimes, and 2 students who seldom, and none of the students who never watch closely the pictures of the text they read. The table above indicates that most of the second year students at SMA N I Hulu Kuantan watch closely the pictures of the text they read.

TABLE I.6**I PREDICT THE STORY OF THE TEXT BASED ON THE PICTURES**

NO	ALTERNATIVE	F	T
1	Always	11	34.38%
2	Often	8	25%
3	Sometimes	7	21.88%
4	Seldom	5	15.63%
5	Never	1	3.13%
	Total	32	100%

The table above shows that 11 students who always predict the story of the text based on the pictures, and 8 students who often, and 7 students who sometimes, and 5 students who seldom and 1 student who never predict the story of the text based on the pictures. The table above indicates that most of the second year students at SMA N I Hulu Kuantan predict the story of the text based on the pictures.

TABLE I.7

I REVIEW THE TITLE OF THE TEXT

NO	ALTERNATIVE	F	T
1	Always	7	21.88%
2	Often	8	25%
3	Sometimes	9	28.13%
4	Seldom	3	9.38%
5	Never	5	15.63%
	Total	32	100%

The table above shows that 7 students who always review the title of the text, and 8 students who often, and 9 students who sometimes, and 3 students who seldom, and 5 students who never review the title of the text. The table above indicates that most of the second year students at SMA N I Hulu Kuantan review the title of the text.

TABLE I.8

**I REMIND OF SOMETHING THAT I HAD SEEN, HEARD, OR READ
BEFORE WHICH IS RELATED TO THE TEXT**

NO	ALTERNATIVE	F	T
1	Always	8	25%
2	Often	13	40.63%
3	Sometimes	9	28.13%
4	Seldom	2	6.25%
5	Never	0	0%
	Total	32	100%

The table above shows that 8 students who always try to remember something they had seen, heard, or read before related to the text, and 13 students who often, and 9 students who sometimes, and 2 students who seldom, and none of the students who never try to remember something that they had seen, hear, or read before related to the text. The table above indicates that most of the second year students at SMA N I Hulu Kuantan try to remember something that they had seen, hear, or read before related to the text.

TABLE I.9**I USE MY DAILY EXPERIENCE TO ANALYZE THE TEXT**

NO	ALTERNATIVE	F	T
1	Always	4	12.5%
2	Often	6	18.75%
3	Sometimes	11	34.38%
4	Seldom	6	18.75%
5	Never	5	15.63%
	Total	32	100%

The table above shows that 4 students who use their daily experiences to analyze the text, and 6 students who often, and 11 students who sometimes, and 6 students who seldom, and 5 students who never use their daily experiences to analyze the text. The table above indicates that most of the second year students at SMA N I Hulu Kuantan use their daily experiences to analyze the text.

TABLE I.10**I REVIEW PHOTO CAPTION AND SECTION HEADING IN TEXT**

NO	ALTERNATIVE	F	T
1	Always	11	34.38%
2	Often	9	28.13%
3	Sometimes	8	25%
4	Seldom	2	6.25%
5	Never	2	6.25%
	Total	32	100%

The table above shows that 11 students who always review the photo caption and section heading in the text, and 9 students who often, and 8 students who sometimes, and 2 students who seldom, and 2 students who never review the photo caption and section heading in the text. The table above indicates that most of the second year students at SMA N I Hulu Kuantan review the photo caption and section heading of the text.

TABLE II.1

**I USE THE INFORMATION BEFORE PREDICTING THE EVENT IN THE
NEXT PARAGRAPH**

NO	ALTERNATIVE	F	T
1	Always	13	40.63%
2	Often	5	15.63%
3	Sometimes	8	25%
4	Seldom	4	12.5%
5	Never	2	6.25%
	Total	32	100%

The table above shows that 13 students who always use the information before to predict the event in the next paragraph, and 5 students who often, and 8 students who sometimes, and 4 students who seldom, and 2 students who never use the information before predicting the event in the next paragraphs. The table above indicates that most of the second year students at SMA N I Hulu Kuantan use the information before predicting the event in the next paragraphs.

TABLE II.2**I ALSO USE MY EXPERIENCE TO PREDICT THE NEXT EVENT**

NO	ALTERNATIVE	F	T
1	Always	4	12.5%
2	Often	4	12.5%
3	Sometimes	15	46.88%
4	Seldom	4	12.5%
5	Never	5	15.63%
	Total	32	100%

The table above shows that 4 students who always use their experiences to predict the next event, and 4 students who often, and 15 students who sometimes, and 4 students who seldom, and 5 students who never use their experience to predict the next event. The table above indicates that most of the second year students at SMA N I Hulu Kuantan use their experience to predict the next event.

TABLE II.3**I ASSIMILATE THE NEW INFORMATION OF THE TEXT**

NO	ALTERNATIVE	F	T
1	Always	9	28.13%
2	Often	10	31.25%
3	Sometimes	7	21.88%
4	Seldom	5	15.63%
5	Never	1	3.13%
	Total	32	100%

The table above shows that 9 students who assimilate the new information of the text, and 10 students who often, and 7 students who sometimes, and 5 students who seldom, and 1 student who never assimilate the new information of the text. The table above indicates that most of the second year students at SMA N I Hulu Kuantan assimilate the new information of the text.

TABLE II.4

**I USE MY PRIOR KNOWLEDGE TO PREDICT THE MEANING OF
VOCABULARIES**

NO	ALTERNATIVE	F	T
1	Always	9	28.13%
2	Often	10	31.25%
3	Sometimes	11	34.38%
4	Seldom	2	6.25%
5	Never	0	0%
	Total	32	100%

The table above shows that 9 students who always use their prior knowledge to predict the meaning of difficult word in the text, and 10 students who often, and 11 students who sometimes, and 2 students who seldom, and none of the students who never use their prior knowledge to predict the meaning of difficult word. The table above indicates that most of the second year students at SMA N I Hulu Kuantan use their prior knowledge to predict the meaning of the difficult words.

TABLE II.5

**I USE QUECKLY SURVEY TO FIND THE MAIN IDEA OF EACH
PARAGRAPH**

NO	ALTERNATIVE	F	T
1	Always	13	40.63%
2	Often	10	31.25%
3	Sometimes	8	25%
4	Seldom	1	3.13%
5	Never	0	0%
	Total	32	100%

The table above shows that 13 students who always use the quickly survey to find the main idea of each paragraphs, and 10 students who often, and 8 students who sometimes, and 1 student who seldom, and none of the students who never use the quickly survey to find the main idea of each paragraph. The table above indicates that most of the second year students at SMA N I Hulu Kuantan use the quickly survey to find the main idea of each paragraphs.

TABLE II.6

I DETERMINE THE MOST IMPORTANT POINT OF EACH PARAGRAPH

NO	ALTERNATIVE	F	T
1	Always	10	31.25%
2	Often	14	43.75%
3	Sometimes	6	18.75%
4	Seldom	2	6.25%
5	Never	0	0%
	Total	32	100%

The table above shows that 10 students who always determine the important point of each paragraph, and 14 students who often, 6 students who sometimes, and 2 students who seldom, and none of the students who never determine the important point of each paragraphs. The table above indicates that most of the second year students at SMA N I Hulu Kuantan determine the important point of each paragraph.

TABLE II.7

I IDENTIFY THE STRUCTURE OF THE TEXT

NO	ALTERNATIVE	F	T
1	Always	5	15.63%
2	Often	7	21.88%
3	Sometimes	13	40.63%
4	Seldom	4	12.5%
5	Never	3	9.38%
	Total	32	100%

The table above shows that 5 students who always identify the structure of the text, and 7 students who often, and 13 students who sometimes, and 4 students who seldom, and 3 students who never identify the structure of the text. The table above indicates that most of the second year students at SMA N I Hulu Kuantan identify the structure of the text.

TABLE II.8**I STOP READING TO CHECK MY COMPREHENSION**

NO	ALTERNATIVE	F	T
1	Always	12	37.5%
2	Often	8	25%
3	Sometimes	6	18.75%
4	Seldom	4	12.5%
5	Never	2	6.25%
	Total	32	100%

The table above shows that 12 students who always stop reading to check their comprehension, and 8 students who often, and 6 students who sometimes, and 4 students who seldom, and 2 students who never stop reading to check their comprehension. The table above indicates that most of the second year students at SMA N I Hulu Kuantan stop reading to check their comprehension.

TABLE II.9**I MAKE A CONCLUSION AFTER READING**

NO	ALTERNATIVE	F	T
1	Always	9	28.13%
2	Often	8	25%
3	Sometimes	11	34.38%
4	Seldom	4	12.5%
5	Never	0	0%
	Total	32	100%

The table above shows that 9 students who always make a conclusion after reading, and 8 students who often, and 11 students who sometimes, and 4 students who seldom, and none of the students who never make a conclusion after reading. the table above indicates that most of the second year students at SMA N I Hulu Kuantan make a conclusion after reading.

TABLE II.10

**I USE THE IMPORTANT INFORMATION OF THE TEXT TO MAKE THE
CONCLUSION**

NO	ALTERNATIVE	F	T
1	Always	10	31.25%
2	Often	8	25%
3	Sometimes	10	31.25%
4	Seldom	3	9.38%
5	Never	1	3.13%
	Total	32	100%

The table above shows that 10 students use the important information of the text to make the conclusion, and 8 students who often, and 10 students who sometimes, and 3 students who seldom, and 1 students who never use the important information of the text to make the conclusion. The table above indicates that most of the second year students at SMA N I Hulu Kuantan use the important information to make the conclusion.

TABLE III.1

**I ALSO USE MY EXPERIENCE AND PRIOR KNOWLEDGE TO MAKE
THE CONCLUSION**

NO	ALTERNATIVE	F	T
1	Always	10	31.25%
2	Often	9	28.13%
3	Sometimes	5	15.63%
4	Seldom	4	12.5%
5	Never	4	12.5%
	Total	32	100%

The table above shows that 10 students who always use their experiences and prior knowledge to make the conclusion, and 9 students who often, and 5 students who sometimes, and 4 students who seldom, and 4 students who never used their experiences and prior knowledge to make the conclusion. The table above indicates that most of the second year students at SMA N I Hulu Kuantan use their experience to make the conclusion.

TABLE III.2

I ANALYZE THE WRITER'S PURPOSE OF WRITING

NO	ALTERNATIVE	F	T
1	Always	10	31.25%
2	Often	6	18.75%
3	Sometimes	11	34.38%
4	Seldom	5	15.63%
5	Never	0	0%
	Total	32	100%

The table above shows that 10 students who always analyze the writer's purpose of writing, and 6 students who often, 11 students who sometimes, and 5 students who seldom, and none of the students who never analyze the writer's purpose of writing. The table above indicates that most of the second year students at SMA N I Hulu Kuantan analyze the writer's purpose of writing.

TABLE III.3

**I COMPARE THE WRITER'S IDEA WITH MY EXPERIENCE AND MY
IDEA**

NO	ALTERNATIVE	F	T
1	Always	6	18.75%
2	Often	3	9.38%
3	Sometimes	10	31.25%
4	Seldom	6	18.75%
5	Never	7	21.88%
	Total	32	100%

The table above shows that 6 students who always compare the writer's idea with their experiences and idea, 3 students who often, 10 students who sometimes, 6 students who seldom, and 7 students who never compare the writer's idea with their experiences and idea. The table above indicates that most of the second year students at SMA N I Hulu Kuantan compare the writer's idea with their experience and idea.

- b. The presentation of students' ability in comprehending reading text.

TABLE III.4
The Students' Reading Test Result

STUDENTS	CORRECT ANSWERS	SCORE
1	17	85
2	17	85
3	17	85
4	17	85
5	16	80
6	16	80
7	16	80
8	16	80
9	16	80
10	15	75
11	15	75
12	15	75
13	15	75
14	15	75
15	15	75
16	15	75
17	15	75
18	15	75

19	15	75
20	15	75
21	14	70
22	14	70
23	11	55
24	11	55
25	11	55
26	11	55
27	11	55
28	11	55
29	11	55
30	10	50
31	10	50
32	9	45
Average		69.84

B. The Data Analysis

This research was used to obtain the correlation between two variables namely: the students' strategies in reading as the independent variable (X) and the students' ability in comprehending reading text as the dependent variable (Y). The writer used questionnaire to find out the students' strategies in reading and test was used to find out the students' ability in comprehending reading text.

1. Find out students' strategies in reading

To clarify all answer in the questionnaire, the writer recapitulated all the data.

There fore, it can be seen on the table of recapitulation for questionnaire on the second year of SMA N I Hulu Kuantan- Kuantan Singingi.

TABLE III.5

The Questionnaire Recapitulation of the Respondents' Answer on Students' strategies in Reading

Table	Option									
	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	f	P
I.6	13	40.63%	11	34.38%	7	21.88%	0	0%	1	3.13%
I.7	18	56.25%	7	21.88%	5	15.63%	2	6.25%	0	0%
I.8	11	34.38%	8	25%	7	21.88%	5	15.63%	1	3.13%
I.9	7	21.88%	8	25%	9	28.13%	3	9.38%	5	15.63%
I.10	8	25%	13	40.63%	9	28.13%	2	6.25%	0	0%
II.1	4	12.5%	6	18.75%	11	34.38%	6	18.75%	5	15.63%
II.2	11	34.38%	9	28.13%	8	25%	2	6.25%	2	6.25%
II.3	13	40.63%	5	15.63%	8	25%	4	12.5%	2	6.25%
II.4	4	12.5%	4	12.5%	15	46.88%	4	12.5%	5	15.63%
II.5	9	28.13%	10	31.25%	7	21.88%	5	15.63%	1	3.13%
II.6	9	28.13%	10	31.25%	11	34.38%	2	6.25%	0	0%
II.7	13	40.63%	10	31.25%	8	25%	1	3.13%	0	0%

II.8	10	31.25%	14	43.75%	6	18.75%	2	6.25%	0	0%
II.9	5	15.63%	7	21.88%	13	40.63%	4	12.5%	3	9.38%
II.10	12	37.5%	8	25%	6	18.75%	4	12.5%	2	6.25%
III.1	9	28.13%	8	25%	11	34.38%	4	12.5%	0	0%
III.2	10	31.25%	8	25%	10	31.25%	3	9.38%	1	3.13%
III.3	10	31.25%	9	28.13%	5	15.63%	4	12.5%	4	12.5%
III.4	10	31.25%	6	18.75%	11	34.38%	5	15.63%	0	0%
III.5	6	18.75%	3	9.38%	10	31.25%	6	18.75%	7	21.88%
Total	192		164		177		68		39	

The score of students' strategies in reading can be seen in the following description:

$$\text{Option A} = 192 \times 5 = 960$$

$$\text{Option B} = 164 \times 4 = 656$$

$$\text{Option C} = 177 \times 3 = 531$$

$$\text{Option D} = 68 \times 2 = 136$$

$$\text{Option E} = 39 \times 1 = 39$$

$$\text{The recapitulation is} = 192 + 164 + 177 + 68 + 39 = 640 = N$$

$$= 960 + 656 + 531 + 136 + 39 = 2322 = F$$

So, students' strategies in reading are calculated as follows:

$$P = \frac{F}{N} \times 100 : 5$$

$$P = \frac{2322}{640} \times 100 : 5$$

$$= 3.62 \times 100 : 5$$

$$= 72.28$$

The students' strategies in reading is 72.28, it can be concluded that the students strategies in reading at the second year of SMA N I Hulu Kuantan is GOOD.

2. Find out students' ability in comprehending reading text

The writer categorized the result of the test as follow:

- a. There are 9 students who get the score good to excellent

85 85 85 85 80 80 80 80 80

- b. There are 13 students who get the score average to good

75 75 75 75 75 75 75 75 75

75 75 70 70

- c. There are 9 students who get the score poor average

55 55 55 55 55 55 55 50 50

d. And 1 student who gets the score poor

45

To clarify all answers in the test, the writer recapitulated all the data. Therefore, it can be seen on the table of recapitulation for the score of students' ability in comprehending reading text on the second year of SMA N I Hulu Kuantan- Kuantan Singingi.

TABLE III.6

**THE SCORE OF STUDENTS ABILITY IN COMPREHENDING READING
TEXT**

X	F	FX
85	4	340
80	5	400
75	11	825
70	2	140
55	7	385
50	2	100
45	1	45
	N = 32	$\sum fx = 2235$

The table above shows that:

$$\sum fx = 2235$$

$$N = 32$$

$$\begin{aligned} MX &= \frac{\sum fx}{N} \\ &= \frac{2235}{32} \\ &= 69.84 \end{aligned}$$

To interpret in which level is the students' ability in comprehending reading text. The scale bellow is used: 80 – 100 = good to excellent

60 – 79 = average to good

50 -59 = poor to average

0 – 49 = poor

So, the students' ability in comprehending reading text is 69.84, it can be concluded that students' ability in comprehending reading text at the second year of SMA N I Hulu Kuantan is AVERAGE.

3. Find out the correlation between students' strategies in reading and their ability in comprehending reading text

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While correlation coefficient is negative (-), means that there is negative correlation between two variables. Although, positive (+) or negative (-) is not influence of high or low score of correlation coefficient, the sign only show direction of correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 17.00 explained in the following:

TABLE III.7**Statistics**

		students' strategies in reading	students' ability in comprehending reading text
N	Valid	32	32
	Missing	0	0
	Mean	72.2813	69.8438
	Std. Error of Mean	1.96862	2.17069
	Median	70.0000	75.0000
	Mode	67.00 ^a	75.00
	Std. Deviation	11.13621	12.27930
	Variance	124.015	150.781
	Skewness	.261	-.617
	Std. Error of Skewness	.414	.414
	Kurtosis	1.162	-1.070
	Std. Error of Kurtosis	.809	.809
	Range	56.00	40.00
	Minimum	44.00	45.00
	Maximum	100.00	85.00
	Sum	2313.00	2235.00

TABLE III.7**Statistics**

		students' strategies in reading	students' ability in comprehending reading text
N	Valid	32	32
	Missing	0	0
	Mean	72.2813	69.8438
	Std. Error of Mean	1.96862	2.17069
	Median	70.0000	75.0000
	Mode	67.00 ^a	75.00
	Std. Deviation	11.13621	12.27930
	Variance	124.015	150.781
	Skewness	.261	-.617
	Std. Error of Skewness	.414	.414
	Kurtosis	1.162	-1.070
	Std. Error of Kurtosis	.809	.809
	Range	56.00	40.00
	Minimum	44.00	45.00
	Maximum	100.00	85.00
	Sum	2313.00	2235.00

a. Multiple modes exist. The smallest value is shown

Based on the table above, we can interpret that Mean score of students' strategies in reading is 72.2813, Median 70.0000, Mode 67.00^a, standard deviation 11.13621, variance 124.015, range 56.00, Minimum 44.00, maximum 100.00, and summation 2313.00. While the mean in ability in comprehending reading text is 69.8438, median 75.0000, mode 75.00, standard deviation 12.27930, variance 150.781, range 40.00, minimum 45.00, maximum 85.00 and summation 2235.00.

TABLE III.8

Descriptive Statistics

	Mean	Std. Deviation	N
students' strategies in reading	72.2813	11.13621	32
students' ability in comprehending reading text	69.8438	12.27930	32

The table above shows that, mean of students' strategies in reading is 72.2813 and the std. deviation is 11.13621. Mean of students' ability in comprehending reading text is 69.8438, and std. deviation is 12.27930.

TABLE III.9
Correlations

		students' strategies in reading	students' ability in comprehending reading text
students' strategies in reading	Pearson Correlation	1	-.019
	Sig. (2-tailed)		.920
	Sum of Squares and Cross-products	3844.469	-78.594
	Covariance	124.015	-2.535
	N	32	32
students' ability in comprehending reading text	Pearson Correlation	-.019	1
	Sig. (2-tailed)	.920	
	Sum of Squares and Cross-products	-78.594	4674.219
	Covariance	-2.535	150.781
	N	32	32

From the table above, the variable of correlation coefficient of the students' strategies in reading and their ability in comprehending reading text = -0.019, sig.(2tailed) = 0.920, the interpretation is as follows:

1. The score of correlation coefficient $-0.019 < 0.349$ is in significant standard 5% and 0.449 in significant standard 1% (see table product moment). It means that H_0 is accepted which indicates that there is no correlation between students' strategies in reading and their ability in comprehending reading text.
2. The probability of score or sig. (2- tailed) is $0.920 > 0.05$. It means that H_0 is accepted. On the other word, there is no significant correlation between students' strategies in reading and their ability in comprehending reading text.
3. The outputs above show that there is no a sign means that there is no significant correlation between students' strategies in reading and their ability in comprehending reading text.

The correlation between two variables is negative. It means that there is no correlation between students' strategies in reading and their ability in comprehending reading text at the second year of SMA N I Hulu Kuantan – Kuantan Singingi.

Based on the research, the writer found that there is no correlation between students' strategies in reading and their ability in comprehending reading text. The strategies are not the factor that caused students' ability in comprehending reading text low. So, the writer would like to find the factor that caused students' ability in comprehending reading text is low. To find the factor caused students' ability in comprehending the reading text is low, the writer analyzed based on the test given.

TABLE III. 10**The Percentage of Correct Answer on Reading test**

Items	Precentage of correct answer
1	81.25
2	65.62
3	90.62
4	100
5	62.5
6	53.12
7	81.25
8	90.62
9	50
10	56.25
11	84.37
12	43.25
13	53.12
14	100
15	18.75
16	81.25
17	46.87
18	62.5
19	78.12
20	100

Based on the table above, the writer found that the lower percentage of correct answer is item no 15, which is categorized as indicator no 6 in variable y the students are able to find the appropriate meaning of unfamiliar words. Based on this finding the writer conclude that the factor affect students' ability in comprehending reading text is low because their less of vocabulary knowledge. Even though, their strategies in reading are good if they not improve their knowledge of vocabularies they will not comprehend better the reading text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This research investigates the question of whether there is systematic relationship between students' strategies in reading and their ability in comprehending reading text. There are two variables in this research: independent and dependent variables. The independent variable is students' strategies in reading which is labeled as "x" and dependent variable is students' ability in comprehending the reading text which is labeled as "y".

Regarding the formulation of the problem in this paper, the conclusion can be summarized as in the following ones:

1. The students' strategies in reading is 72.28, it can be concluded that the students' strategies in reading at the second year of SMA N I Hulu Kuantan – Kuantan Singingi Regency is GOOD.
2. The students' ability in comprehending reading text is 69.84, it can be concluded that students' ability in comprehending reading text at the second year of SMA N I Hulu Kuantan – Kuantan Singingi Regency is AVERAGE.
3. The Pearson correlation of this research is -0.019, means that there is no correlation between two variables. H_0 is accepted. On the other word, there is no correlation between students' strategies in reading and their ability in comprehending reading text.

B. The Suggestion

Based on the result of the research, the writer finds that the students' strategies in reading in the good level and students' ability in comprehending reading text in average level. It seems that both of the variables are not correlated each other. The writer would like to give some suggestions as follows:

1. Students applied good strategies in comprehending reading text. So, they should defend it.
2. Strategies is not the only one factor that influences reading comprehension, there are many other factors that effect students' reading comprehension. So it is the responsibility of the teacher to find the factors to increase students' ability in comprehending reading text.
3. This is the responsibility of the candidate of English teachers in the future to pay more attention on the students' ability in comprehending reading text in order that they can reach the target of the teaching.

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